

**GEORGETOWN HIGH**  
2500 Anthuan Maybank Drive  
Georgetown, South Carolina 29440

**GRADES** 9-12 High School

**ENROLLMENT** 1,060 Students

**PRINCIPAL** Dr. Michael Cafaro 843-546-8516

**SUPERINTENDENT** Dr. Charles Gadsden 843-436-7000

**BOARD CHAIR** Charlesann H. Buttone 843-436-7000

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

**GOOD**

Absolute Ratings of High Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
7	14	9	3	2

#### IMPROVEMENT RATING:

**UNSATISFACTORY**

#### ADEQUATE YEARLY PROGRESS:

**N/A**

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Below Average	N/A
2002	Good	Good	N/A
2003	Good	Unsatisfactory	N/A
2004			

**TENTH GRADE PASSAGE OF ONE OR MORE SUBTESTS OF THE EXIT EXAM**

	Our School			High Schools with Students Like Ours		
Percent	2001	2002	2003	2001	2002	2003
Passed all 3 subtests	56.0	73.5	67.0	61.8	65.0	63.7
Passed 2 subtests	23.5	14.0	21.2	19.5	17.8	18.4
Passed 1 subtest	14.4	9.3	9.4	11.3	10.9	10.6
Passed no subtests	6.2	3.3	1.9	7.3	6.3	6.7

**PERFORMANCE BY STUDENT GROUPS**

	Exit Exam Passage Rate by Spring 2003		Eligibility for LIFE Scholarships*		Graduation Rate	
	n	%	n	%	n	%
<b>All Students</b>	211	97.2	227	11.5	258	69.0
<b>Gender</b>						
Male	103	96.1	106	13.2	125	68.8
Female	108	98.1	121	9.9	133	69.2
<b>Race or Ethnic Group</b>						
African American	112	95.5	129	1.6	146	65.1
Hispanic	2	I/S	3	I/S	3	I/S
White	96	99.0	93	25.8	107	74.8
Other	1	I/S	2	I/S	2	I/S
<b>Disability Status</b>						
Non-speech disabilities	N/A	N/A	28	0.0	46	21.7
Students without disabilities	211	97.2	199	13.1	212	79.2
<b>Migrant Status</b>						
Migrant	N/A	N/A	0	N/A	0	N/A
Non-migrant	N/A	N/A	227	11.5	0	N/A
<b>English Proficiency</b>						
Limited English proficient	2	I/S	3	I/S	4	I/S
Non-LEP	205	97.6	224	10.3	253	69.6
<b>Lunch Status</b>						
Subsidized meals	81	95.1	112	0.9	79	99.0
Full-pay meals	126	99.2	115	21.7	179	36.9

n = number of students on which percentage is calculated

**ELIGIBILITY FOR LIFE SCHOLARSHIPS**

Percent of	Our School	High Schools with Students Like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	11.5	9.4
Seniors who met the SAT requirement	11.5	9.6
Seniors who met the grade point average	41.4	46.5

\*Using only the SAT and grade point average requirements

SCHOOL PROFILE

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n= 1,060)				
Retention rate	0.2%	Down from 11.5%	9.2%	7.3%
Attendance rate	99.6%	Up from 95.7%	95.6%	95.5%
Eligible for gifted and talented	0.0%	No change	3.7%	5.1%
With disabilities other than speech	18.4%	Up from 18.0%	13.0%	12.2%
Older than usual for grade	10.6%	Up from 10.4%	11.4%	10.1%
Suspended or expelled	6.3%	Up from 4.5%	2.5%	2.3%
Enrolled in AP/IB programs	11.2%	N/A	N/A	10.2%
Successful on AP/IB exams	N/A	N/A	N/A	N/A
Annual dropout rate	3.3%	Up from 1.4%	2.7%	2.7%
Career/technology students in co-curricular organizations	4.2%	Up from 4.0%	5.8%	3.2%
Enrollment in career/technology center courses	788	Up from 586	384	433
Students participating in worked-based experiences	28.6%	Up from 19.6%	28.6%	26.3%
Career/technology students mastering core competencies	73.4%	Down from 80.0%	73.7%	74.9%
Career/technology completers placed	99.1%	Down from 99.3%	99.5%	99.5%

Teachers (n= 84)

Teachers with advanced degrees	53.6%	Up from 48.9%	46.7%	51.7%
Continuing contract teachers	76.2%	Up from 71.6%	82.0%	81.8%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	87.8%	Up from 87.6%	84.9%	85.1%
Teacher attendance rate	95.1%	Down from 96.1%	95.6%	95.8%
Average teacher salary	\$42,359	Up 6.5%	\$39,919	\$40,303
Prof. development days/teacher	6.1 days	Down from 6.5 days	10.0 days	10.3 days

School

Principal's years at school	2.0	Up from 1.0	5.0	3.0
Student-teacher ratio	28.1 to 1	Up from 25.0 to 1	24.8 to 1	26.2 to 1
Prime instructional time	93.4%	Up from 91.0%	90.1%	90.1%
Dollars spent per pupil*	\$7,584	Up 10.6%	\$6,560	\$6,279
Percent spent on teacher salaries*	55.2%	No change	56.9%	57.8%
Opportunities in the arts	Excellent	Up from Good	Excellent	Excellent
Parents attending conferences	41.0%	Up from 37.0%	92.1%	87.8%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The mission of Georgetown High School, in cooperation with the home and community, is to provide educational opportunities for lifelong learning and for ethical, productive participation in a democratic society and global community. Like many organizations, the people who teach and learn at Georgetown High School understand that "The road toward progress is always under construction."

The Teaching and Learning System undergirds the academic program at Georgetown High School. The goals and objectives for each course in the core curriculum are aligned with the state curriculum. Test results from the SAT, ACT, AP Exams, and the Exit Exam are used to assist the curriculum and instruction leaders of the school to plan strategies to improve student academic proficiency.

Georgetown High School received "Palmetto Silver" status in January 2003 because of improved student academic performance. Honors level courses, AP courses; PACE courses and SAT preparation courses are available to our students. An innovative program (Occupational Diploma) was implemented into the curriculum during the 2002-03 school year. The purpose of the program is to provide vocational and career skills that will enable the students to enter the workforce.

Athletics is also an important part of Georgetown High School. We offer more than fourteen athletic sports with more than thirty teams. The athletes and coaches understand that academics and sportsmanship are at the forefront of each and every program offered at the school. Additionally, a wide array of clubs and organizations provide students with opportunities to become involved in extracurricular activities.

A number of recognition programs have been established at Georgetown High School. The staff believes that "What we value must be celebrated." Some of the programs include "Career Center Students of the Month", "Students of the Month", "The Kennel Club", and "The Lunch Bunch." Pictures and accomplishments of nominated students are posted in display cases located in the main building and career center lobbies. Through the "Character Education Program" students are encouraged to model exemplary behavior. As a reward, two celebrations are held each year recognizing students who have zero discipline referrals. Student and teacher accomplishments are also recognized through a "Military Academy Appointees" display, a "Teacher of the Year" display, and "The SAT Wall of Fame" located in the Joe Isaac Student Center.

The staff of Georgetown High is committed to maintaining a safe environment that

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
<b>Number of surveys returned</b>	69	197	43
<b>Percent satisfied with learning environment</b>	89.6%	59.3%	65.1%
<b>Percent satisfied with social and physical environment</b>	85.3%	66.0%	55.8%
<b>Percent satisfied with home-school relations</b>	36.8%	74.1%	72.1%

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.